

# The National Association of Corporation Schools

## Bulletin

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Edited by F. C. Henderschott, Executive Secretary

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### **YOUR CO-OPERATION IS INVITED**

Notwithstanding the unsettled and changing conditions in American industry due, in a large measure, to the European war and complicated by legislation designed to prevent monopoly and secure a more equitable distribution of opportunity, the advance of industrial education has not been seriously retarded.

The Class "A" membership of Swift & Company, one of the large packing houses of Chicago, is especially gratifying as it gives our Association representation in the packing industry.

Nash Brothers, wholesale grocers of Minneapolis and Grand Forks, North Dakota, have also forwarded a Class "C" membership and have thus attained the distinction of being the first wholesale grocers to secure membership in our Association.

The Executive Committee at its meeting in October decided to waive membership fee for the balance of 1914 or, in other words, enter all applications for membership received prior to January for the calendar year of 1915.

Surely the United States and its industries never has needed, and never will need, the advantages of industrial training more than at the present time. In a few years the industrial corporation that is not educating its employees will be the exception rather than the rule. Why not send in your membership now thus giving our Association the advantage of your advice and co-operation?

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### **INTEMPERANCE NOW AN INDUSTRIAL PROBLEM**

Until within a comparatively recent period the liquor question has been considered one of ethics rather than strictly an industrial problem. There are evidences, however, that industry is now classifying intemperance as a problem which vitally affects efficiency in operation. "Wing Foot Clan," published by the Goodyear Tire & Rubber Company in the interests of its em-

ployes recently contained an article from which the following extract is taken:

"What shall be done with the liquor traffic? To this question the best thought of the commonwealth of Ohio is turned to-day; with this problem the clearest brains of the nation is grappling.

" 'Why did we lay off A—who is a married man instead of B—who is a bachelor without dependents? The answer is 'Booze,' said a Goodyear foreman recently. The moral arguments against drinking, urged for a hundred years, are now, in short, supplemented by the argument for human efficiency, so forcible to the industrial mind of the day. And it begins to look as though this supplemental argument is going to consign 'the liquor curse' to the limbo of forgotten evils."

Perhaps the almost universal effort for safety in industry is the basis for the larger measure of attention which is being devoted to intemperance.

In a recent report, Dr. Lauffer of the Westinghouse Electric & Manufacturing Company, attributed a goodly proportion of their accidents directly to the influence of the saloon and predicts that the present generation will wipe out the saloon.

It is not the purpose of the writer to discuss prohibition but surely no analysis of the cause of industrial accidents, deaths and disease would be complete without reference to the evil influence of the intemperate use of liquor. If there be any who are laboring under the impression that the use of liquor will enhance their usefulness, earning capacity or chances for success they have gained a wrong conception of the present tendency in business.

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### **AN INSPIRED WORD OF WARNING**

At the November meeting of the Executive Committee of our Association several members presented protest against the action of an associate member. The action complained of consists in circularizing of our membership and addressing the circular to brother members of the Association, thus taking advantage of membership in the Association and implying a desire to turn this membership to personal profit. The matter was fully discussed by the Executive Committee and the Executive Secretary was instructed to write this editorial and publish it in the Association's *Bulletin* that other members who might be similarly tempted would avoid being frowned upon not only by the Executive Committee but the entire

membership of our Association. One of the dangers confronting an organization of the character of The National Association of Corporation Schools is well illustrated by the action of this member, perhaps without sufficient consideration, or perhaps the commercial instinct was too strong completely overbalancing the ethics of the situation. It is, however, the desire of our organization that no advantage shall be taken of membership for personal gain or prestige. Perhaps this word of warning will apply with equal force to any who may be considering membership. The object of our Association is to advance industrial education in the United States and indirectly elsewhere should opportunity occur.

Any one seeking to take advantage of membership through which they can market their goods will undoubtedly discover that the effort was not only a failure but resulted in a reaction of positive harm to their interests.

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### **THE BULLETIN AS A TEXTBOOK**

At the November meeting of the Executive Committee of our Association the information was given that two universities, or more properly speaking, professors in two universities, namely, Columbia and Bucknell, have adopted the Association's Monthly Bulletin as a text book in relation to the teaching of industrial education. This action suggested even a broader use of the Bulletin along the same lines. It is the hope of the Executive Committee that other universities may find the Bulletin of equal value in the development of industrial education and in giving instruction on the subject.

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### **VOCATIONAL TRAINING**

Sixty big manufacturing, railroad and construction concerns are uniting with the University of Cincinnati, taking the students in two shifts, one alternating with the other, two weeks in the shop, and then two weeks in the college. They are willing and anxious to take more. What is most important, more concerns are constantly being enlisted in the work. The College of Engineering of the University of Cincinnati is probably the least expensively equipped of any similar institution. It has a single type of each machine. It doesn't need more, because the students use the shop as their laboratories. They get the practice there. Only the theory is taught at the university. This plan can be extended to the high schools.

## **USE SYRACUSE FACTORIES FOR TRAINING BOYS**

### **Manufacturers Plan Co-operation with Vocational School**

"A movement to co-operate with the Vocational High School Commission in making the new institution of the greatest possible value to this city and its industries has been started by the Manufacturers Association of Syracuse," says the *Post-Standard*.

The suggestion that Vocational High School classes shall be established in Syracuse industrial plants is involved in the plan of co-operation as a means of making vocational education really practical and applying it directly to industries which offer employment in Syracuse.

Several leading manufacturers of the city have already made known their willingness to provide for such classes at their factories. The members probably would be employed on part time as apprentices, receiving pay, and spend the rest of the day at the Vocational High School. The efficiency of the school would thus be enhanced, and at the same time the problem of equipment as regards certain lines of mechanical operation would be lessened, according to advocates of the plan.

### **Training for Local Work**

In general, the Manufacturers Association urges that when it comes to equipping the new Vocational High School Building and arranging the courses of study, special consideration should be given to the local industrial situation, with the view of training young men and women to fill positions in trades common to the shops and factories of Syracuse.

It is contended that under such a policy the Vocational High School can be made of more practical importance to students, insuring them of employment at home after graduation, than would be the case were instruction given without regard to the local demand for technically trained workers. At the same time, it is pointed out, the policy would be helpful to Syracuse industries, tending to maintain efficiency, and of value to the community as a whole.

Henry W. Cook, president of the Manufacturers Association and acting chairman of a special committee to deal with the Vocational High School matter, has made a preliminary report to the association. Mayor Louis Will and several members of the commission, Mr. Cook reported, have indicated their acceptance of the idea that opportunity should be given for instruction in trades which can be entered without leaving Syracuse.



## **VOCATIONAL SCHOOLS TO HELP BOYS**

**President Churchill of Board of Education, New York City,  
Tells Advantages New System Will Give**

BY THOMAS W. CHURCHILL

President of the Board of Education

In all the changes which have come about in the city of New York during the last fifty years perhaps none is more radical than the change in the conditions under which the children live. The congestion of city life has deprived the children of a means of becoming acquainted with a sufficient knowledge of the ordinary trades to evidence an aptitude for any one of them.

Another point of difference between the time when our system of public school education was formulated and to-day lies in industrial conditions. Then the small shop was a common thing; now it is uncommon. To-day men join their forces and accomplish more than when each man worked for himself, if he could attain that degree of prosperity which afforded him a shop of his own, with, perhaps, a helper or two.

### **Ascertaining a Child's Aptitude**

During the day of small shops the son of a carpenter had access to his father's shop, and frequently developed an interest in carpentry and grew up in his father's footsteps. If the child did not show an aptitude for carpentry he often had a chance to choose another trade through visiting and observing other shops than his father's. It was unlikely that all the boy's older relatives were carpenters and that all his father's friends were carpenters.

Because of the passing of the small shop and because of the changed conditions in the home the child of to-day must remain in ignorance of life's work unless we can show him something of it in his school days. And in order to develop a successful man or woman we must ascertain the child's aptitude. In the grown-up world experience counts for a great deal, but aptitude counts for more. If in the school days, during the plastic years, we can determine just what particular activity a child discloses an aptitude for and train him according to his natural inclination, we shall develop an individual who will be able to progress just as far as his natural ability may permit. In short, we shall do much toward doing away with that great detriment to any community—the filling of round holes with square pegs.

### **Many Quit School for Business**

We have to-day in the elementary schools of the city about 800,000 students. About 40,000 students in the elementary schools leave each year before they complete the eighth grade. In 1912-1913 there were in our public elementary schools 661,000 students, in the second year there were 86,000, and in the graduating year of the elementary schools, the eighth year, there were but 48,000. Forty-one thousand of the graduates qualified for entrance into the high schools, but only 23,000 entered. In the graduating year of the high school, the fourth year, there remained but 4,079 pupils.

A large percentage of these children leave the schools under 14 years of age, and many more between the ages of 14 and 18. These young people, when they give up school, enter in large numbers into industrial pursuits, into business and commerce. The grave problem of New York is to fit these young persons with such educational advantages as will enable them to develop themselves along lines which will give them opportunity of advancement in industry and commerce. They must receive an education which will enable them to progress and to achieve the highest success in their life work.

If the enormous depletion in the ranks of our public school students is forced through economic necessity there is all the more reason why our educational system should embrace branches constituting pre-vocational and vocational training.

The educational obligations of New York are not dependent alone on the vast number of children who crowd our schools, but are peculiarly complicated by the industrial and commercial conditions of the city. In industry and commerce New York is second to no city in this country. One-tenth of all the manufactured products of the United States is produced in New York. The value of the products of the city is \$2,000,000,000, and the capital employed is \$1,300,000,000. New York's commerce in imports represents 57 per cent. of all the imports of the United States, and its exports 37 per cent. of the exports. The combined value of imports and exports is \$2,000,000,000.

### **What New York Owes Children**

When these things are considered, it will be seen that New York owes it to its children to give them all possible opportunity for development and advancement in commercial lines. We are

endeavoring to develop a carefully devised plan of industrial education and vocational training in our schools. We desire to equip the boys and girls of this city technically, as well as culturally, that they may be fitted to determine for themselves into what line of endeavor they will go. The purpose of our public school education should be selective, cultural, and should equip boys and girls to take their places in industry and commerce with a minimum handicap and with greater opportunity for advancement than they have had heretofore.

In order to formulate a plan for the educational development of our young people which would be practical and efficient, and in order to obviate as many mistakes as possible, the Mayor, several members of the Board of Education and I made a trip through the Middle West last spring and studied what is being accomplished in industrial education and vocational training. We visited cities where such systems have been in practice sufficiently long to thoroughly test their value.

### **Interest from Observation**

In Gary, Ind., we found an educational system which embraced a pre-vocational training, which we have decided to follow in New York. Pre-vocational training is that training which is given the younger children in the elementary schools; it has both the technical value of teaching them something of the handiwork of a trade and the selective value of teaching them what this kind of work means and how it is done. And these two factors together enable them to determine for themselves and through their own intelligence into what line they will go.

Under this system smaller boys and girls are permitted to go into a workroom, laboratory or shop and watch the operations of the older pupils before taking up the work themselves. This permits them to develop an interest in a certain line of work and get an understanding, through observation, which will enable them to make an intelligent choice.

In Milwaukee and Chicago the continuation school has been developed successfully. This is an institution which should accomplish much good in New York. In our elementary schools about 40,000 children leave each year before they complete the eighth grade; a large percentage of these enters industries with a decidedly incomplete training in the cultural subjects our public schools were designed to impart. Even if their economic conditions are such that they are forced to give up school at a tender

age, our children should not be deprived of a certain amount of cultural training.

### **Technical Trade Training**

While in Chicago we saw a class of young men who had become plumbers in one of the high schools. These young men came back for an hour a week to take their courses in the high school, and that hour was put in at the expense of their employers. The high school courses conducted for the benefit of those young people who have entered into industrial or commercial life are carefully studied out to co-ordinate with the work they are doing, so that when they have completed the continuation course these student-workers find their opportunities of advancement in their particular walk of life are much greater than they would have been had they not been able to study in the continuation school. Employers in Chicago have been quick to realize that an hour a week of their employe's time for the purpose of study is excellent investment in view of the increased efficiency of the employes.

Another educational advantage which will be open to all who want it through the experiment we are about to make is that of technical trade training. This is possible through the adoption of the co-operative plan, as it is in operation in Cincinnati. Dean Schneider of the Engineering School of the University has developed it there most successfully. His men in the technical and engineering courses alternate two weeks in the shop or foundry and two weeks in the classroom. Men known as co-ordinates enter the shop, study the methods employed, and return and co-ordinate the work of the university, that the training may be arranged accordingly. Should industrial conditions change, the university is prepared to change its courses to meet whatever need may arise. Men from the university are always in demand among employers, which clearly shows the practical advantages of the plan.

Before taking steps to put these educational methods into operation the Board of Education of New York invited William Wirt, Superintendent of Schools, Gary, Ind., and Herman Schneider, dean of the University of Cincinnati, to study conditions in New York and submit a report on a plan for the organization of co-operative and continuation courses. The advice embodied in these reports will be of great value in carrying out the experiment.

### Where Experiment Will Be Made

The first schools to be utilized for the purpose of developing the vocational system will be Public Schools No. 64 and No. 95 in Manhattan, No. 5 and No. 158 in Brooklyn and No. 85 in Queens. A little later we shall decide on a school in The Bronx and one in Richmond, which can be used for the purpose. The schools selected are so situated that they have an abundance of light and air, facing either on a park or similar open space.

The work will be under the direct supervision of Drs. John H. Haaren and William L. Ettinger. The first step to be taken will be the tabulation of statistics, which will show the different occupations in New York and the number of persons employed in each; also the wages earned by workers and the opportunities for advancement offered in the various trades. The manufacturers will be interviewed, and an attempt will be made to enlist their sympathies with the movement and to obtain their co-operation. If the employers here take as great an interest in the educational development as do the employers in Chicago and Cincinnati, the schools will be able to keep a waiting list of jobs which their graduates will be competent to fill to the credit of themselves and the school.

The overcrowded condition of many of our schools will be remedied by adopting the duplicate school system. That is, there will be two distinct and separate schools in one building. Under this plan a student may choose either the morning or afternoon for his regular subjects. Half of the day he may attend school, and the other half of the day he may work in the school shop or outside the school, if he so desires.

### Two Schools in Same Plant

The following schedule, taken from the report, submitted by Superintendent Wirt of Gary, Ind., shows how two schools may operate in the same plant:

Entire school in regular classroom activities	Entire school in community activities or following special school activities		
	1/3 school in auditorium	1/3 school in shops library	1/3 school in play
8.30- 9.30 X Language 30' .....	Y	Y	Y
Writing and spelling 30'			

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9.30-10.30	X	Music and ex. 30'....	Y	Y	Y
		Reading 30'			
10.30-11.30	Y	Arithmetic 40'.....	X	X	X
		History 20'			
11.30-12.30	Y	Science, M. T.,.....	X school at lunch		
		Drawing 60'			
12.30- 1.30	X	Science, M. T.....	Y school at lunch		
		Drawing 60'			
1.30- 2.30	X	Arithmetic 40'.....	Y	Y	Y
		History 20'			
2.30- 3.30	Y	Language 30'.....	X	X	X
		Writing and spelling 30'			
3.30- 4.30	Y	Music and ex. 30'..	X	X	X
		Reading 30'			
4.30- 5.30		Miscellaneous voluntary exercises for both schools.			

Another advantage of this duplicate system is that the school hours may be arranged to suit the convenience of the parents. Should a mother desire to have one child at home all the time, that may be accomplished by having one of the children attend X and the others attend Y.

Schools which are to be converted into vocational schools do not require expensive alterations. One-third of the school rooms in the converted schools will be used for workshops, laboratories or studios. The other two-thirds of the classrooms will be retained as classrooms for the study of regular school subjects. In all cases the poorest classrooms will be selected for vocational training.

### **Gradual Adoption Plan**

In all there will be about two thousand children who will take up the vocational training in the schools opened for that purpose in October.

As the success of the plan is demonstrated, greater facilities for such training will be provided. By giving children this sort of training we are teaching them something which is of concrete benefit to them—we are equipping them to become useful, self-reliant, self-supporting members of the community. There can be no better way of raising the morale of the community than to provide the children with a training which will give them independence and a wholesome self-respect.



## **DOES MODERN APPRENTICESHIP PAY?**

L. L. PARK

*Superintendent of Apprentices, American Locomotive Company*

This question has been asked by conservative manufacturers who believe that, in trying to properly train employees, the disciple of modern apprenticeship has overreached the mark. They see no call for the elaborate provision made for training apprentices in shop and school and believe that a restoration of the conditions under which they themselves learned their trades would provide ample opportunity for the youth of to-day. "Why is it that the boys of to-day must have a school provided them by the employer, when we produced high-grade mechanics without it in our day? Why must an instructor be given them, when all they need is an opportunity to learn and some fatherly advice from a foreman or a fellow workman?"

These men believe that the money spent in modern "educational fads" is being wasted, and they believe that a return to the old apprentice opportunities, slightly modified, is all that is required. Still other men have not yet felt the call for even this latter return to apprenticeship and believe that their needs are being satisfactorily met by specialized machine work.

### **The Advantages of Apprentice Training**

What, then, is the advantage of apprentice training by shop instructors and by shop schools? Certainly there must be definite returns for the money invested in these things, or the cost involved is unwarranted. Several years of experience with modern methods have shown a number of decided advantages in the plan which gives special supervision to apprentices and which provides practical school facilities.

By comparing the work of apprentices with that of specialists and mechanics employed at random, it has been found that less work is spoiled by the apprentices than by the others. This is due in part to the greater thoughtfulness developed by the apprentice scheme, which has taught the young man to use his head as well as his hands.

Where the use of drawings is involved, the school-trained apprentice is less likely to misread them and he is apt to use better judgment in the following of directions. If taken soon

enough after leaving school and followed up closely, the apprentice has less to "unlearn" and it is easier to teach him to be accurate and careful than is the case if he is picked up later and taught to specialize. He needs, however, more attention at the start than is likely to be given him when there is no special instructor.

Apprentices also are less severe on machines and develop greater care in the handling of tools. Of the total cost of machine maintenance from breakage due to carelessness, only a small percentage is chargeable to apprentices. They are more apt to have a bigger notion of the value of machines and do not take so many chances as do the others, although they soon learn to work the machines to their safe capacities.

By systematic instruction in the care and handling of machines and the mathematics relating to their operation, the apprentice has been found to be more resourceful in the handling of his work than is his fellow employee, and he can often "make good" on work where others have failed. Cases might be cited where specialists have repeatedly been unable to produce their rate on certain machines and jobs, while apprentices who have taken hold of the same work on the same machines have made an excellent showing. These results cannot be produced by a method which leaves too much to the initiative of the worker, but initiative plus training will accomplish them.

An apprentice scheme which permits apprentices to work on a piece-work basis during the larger part of their course will enable the future mechanic to adjust himself more readily to the piece-work system than do those who must start as piece workers or who change suddenly from a day-work to a piece-work plan. Here the instructor plays an important part and shows the boy why he fails at first to make good and enables him to discover a better method rather than turning down the job as hopeless. The school also helps to develop originality and gives the boy greater self-reliance.

A still further advantage of modern apprenticeship is the flexibility with which vacant places in the shop may be filled. A man is out sick and an important job is standing. The instructor is here able to transfer to that machine an apprentice who has handled similar work, and, if he needs attention in getting started, it is the instructor who stands by and gives the needed help.

### **A Means for Establishing Good Feeling**

One of the most important advantages of the modern plan is the good feeling which is usually established between the employee and the employer. The instructor has been chosen because of his ability to deal wisely with boys, and he is able to straighten out many difficulties which ordinarily would cause friction, and the boy is often made to feel that he is getting a square deal where the busy foreman might have left half-adjusted matters which would have led to lasting ill-feeling. The attention given the apprentice during his term of service also helps to make him feel that his employer is interested in his welfare, and the system brings to the boy influences which give him a broader view of industry and its problems.

It is sometimes stated that too much attention makes apprentices feel that they are privileged characters, but it has been our experience that, with wise direction, there is less danger from this cause than from the spirit which usually accompanies too little attention.

### **Few Foremen Give Attention to Boys**

The old system of leaving apprentices to the care and instruction of the foreman may be satisfactory in a small shop, but in a large department it usually means failure for the apprentice scheme. Many foremen have said that "apprentices are a nuisance" when this method is tried. Few foremen have time to give personal attention to the boys, and the actual instruction must fall upon some one else. We have yet to find a foreman whose attitude toward apprenticeship has not radically improved when an instructor has been placed over the apprentices. The common complaint of having "too many" has, not infrequently, changed to a request for "more."

Where apprentice instruction is left to "the man on the next machine," the things taught are far from uniform and often wrong in their principle. Only by a supervising instructor can this teaching be standardized and brought up to date. The present importance of "safety first" makes doubly necessary the training of the apprentice from the very start in the habits of caution and carefulness. This can be done without any sacrifice of output if the proper attention is given to the learner.

If the apprentice is to be developed to the highest extent he must have more than casual attention. Our agriculturists

have long been studying how to make most productive the soil from which their produce must come, but the manufacturer has been very slow to realize that the human element of industry needs cultivation to bring about its highest productive ability.

### **Training Attracts Boys of Higher Intelligence**

Not only has the well-planned apprentice course given better training to the boys learning the trades, but it has attracted to the trades boys of higher intelligence. Many bright boys leave industrial shops because they see no opportunity for advancement, no provision for their getting proper instruction and change. While it is true that most men specialize after learning their trades, it is unquestionably true that their broader training has made them better mechanics in the special line which they have chosen.

While it is possible to make an apprentice school unnecessarily elaborate, a school which teaches the essentials of shop practice and the theories and mathematics underlying shop methods cannot but prove of benefit to an apprentice. It is more economical to teach a principle once to a class of twenty than to tell it twenty times to individuals in the shop. It has been found that the time spent in day classes is not a loss from the shop's viewpoint, but that, because of the greater interest and the change of work, the boys will accomplish as much on days when an hour is spent at school as they will when there is no school to attend.

As might be inferred from the foregoing, the shop supervisor and the instructor are the keys to modern apprenticeship. Some apparent failures of the system have been really failures of the supervisor or instructor, and the greatest of care is needed in the selection of these men (or man, if both positions are combined). Not every good mechanic can qualify as an apprentice instructor; he must have natural ability to teach and he must understand boy-nature, and be gifted with patience and tact as well as firmness. Too much emphasis cannot be placed upon this matter, for the investment will pay or lose, dependent upon the selection of the men who lead the work.

### **Summary of Advantages**

The advantages of modern apprenticeship as specifically outlined above may be summarized as follows:

1. Less work spoiled and thrown into the scrap pile, as the apprentice is taught to use his head as well as his hands.

2. Greater ability in reading drawings, consequently fewer mistakes and delays.

3. Greater care in handling machines and tools, because of better appreciation of their value.

4. More resourcefulness as a result of instruction received in the care and handling of equipment and in the mathematics relating to their operation.

5. Greater facility with which a change may be made from day-work to piece-work or other similar system, due to development of originality and self-reliance.

6. Flexibility with which vacancies in the shop may be filled.

7. Good feeling between employee and employer increased by intelligence with which the instructor deals with the boys, and their appreciation of the advantages of special training.

8. The instructor is trained to think and teach. The foreman's chief duty is to get high output at a low cost, and it is not his fault that apprenticeship is but a side issue.

9. The establishment of standards through uniformity in what is taught. Otherwise the personality of each foreman determines the methods, which may be as many and different as there are foremen, on the theory that "The way I learned is good enough."

10. The teaching of personal caution and carefulness—an important part of the work of the apprentice instructor—is the foundation of any systematic campaign for "Safety First."

11. Apprentices get the benefit of personal and systematic instruction, with all that it implies. Individual instruction by foremen usually means leaving the boy to himself, and at best he receives but casual attention.

12. Boys of higher intelligence are attracted, as they have some assurance that, with systematic instruction and guidance, their opportunity for advancement is greater.

### **Modern Apprenticeship Training Pays**

There can be little doubt as to whether modern apprenticeship pays. The conditions which call for its adoption will vary in different lines of industry and in different trades, but in most trades there is ample opportunity for its successful employment.

Naturally there must be a period of waiting before an ap-

prentice plan will show results, but we believe that any firm which tackles the problem with the same spirit which it shows in making improvements in other lines will find the investment in apprentice training as wise and as well justified as any it has made.

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### **NEW MEMBERS**

#### *Class A*

Thomas Maddock's Sons Company, Trenton, New Jersey.  
Swift & Company, Chicago, Illinois.  
Oregon Short Line Railroad, Salt Lake City, Utah.

#### *Class B*

E. C. Wolf, The Curtis Publishing Company, Philadelphia, Pennsylvania.  
J. B. Ennis, American Locomotive Company, Schenectady, New York.  
L. A. Larsen, American Locomotive Company, Schenectady, New York.  
J. C. Robinson, The New York Edison Company, New York.  
W. B. Hughes, Cadillac Motor Car Company, Detroit, Michigan.

#### *Class C*

Willis K. Nash, Nash Brothers, Minneapolis, Minnesota.  
Miss Mary E. Eastwood, The William Penn High School, Philadelphia, Pennsylvania.  
H. A. Hopf, Phoenix Mutual Life Insurance Company, Hartford, Connecticut.  
G. L. Sprague, Wisconsin State Board of Industrial Education, Racine, Wisconsin.  
C. B. Robertson, University of Pittsburgh, Pittsburgh, Pennsylvania.

### **Changes in Membership**

#### *Class A*

The Curtis Publishing Company, E. M. Hopkins, succeeding E. C. Wolf, resigned.  
The Trow Press, F. M. Artley, succeeding J. M. Halley, resigned.

#### *Class C*

Beaver Board Company, Alfred R. Mock, succeeding W. R. Butler, resigned.



## **PRESENTATION OF TABLET TO MR. CURTIS**

### **Dr. Galloway Makes Presentation Address and Mr. Curtis Responds**

The second annual convention of our Association unanimously voted to present to Mr. Cyrus H. K. Curtis, the host of the convention, a testimonial in the form of a resolution engraved on copper and silver-plated. The resolution reads as follows:

#### **An Appreciation**

The Curtis Publishing Company entertained our Association in its second annual convention. Its President placed at the disposal of our Association its beautiful new auditorium, gave financial support generous beyond expectation, and extended through the Company's staff many individual courtesies:

Therefore be it resolved by The National Association of Corporation Schools that the heartiest thanks of our Association be conveyed to President Cyrus H. K. Curtis and through him to The Curtis Publishing Company executives and employees.

And be it further resolved that a copy of this resolution be engraved on copper over the signatures of our officers and presented to Mr. Cyrus H. K. Curtis.

Philadelphia, Pa., June 12, 1914.

Charles P. Steinmetz, President.

John McLeod, 1st Vice-President.

George B. Everitt, 2d Vice-President.

Lee Galloway, Secretary.

E. J. Mehren, Treasurer.

F. C. Henderschott, Executive Secretary and Assistant Treasurer.

At the last meeting of the Executive Committee President Steinmetz appointed as a Committee to make the presentation to Mr. Curtis, Mr. F. C. Henderschott, Executive Secretary; Dr. Lee Galloway, Secretary, and Mr. George N. Van Derhoef of New York, and Mr. H. J. Tily and Mr. E. C. Wolf of Philadelphia. The New York members of this Committee went to Philadelphia on Friday, November 13th, where they were joined by the Philadelphia members and presented the tablet to Mr. Curtis. Dr. Galloway was selected to make the presentation address and spoke as follows:

#### **Presentation Address**

"The pleasing duty has fallen upon me of saying a few words in appreciation of your efforts in the behalf of vocational education in general and of The National Association of Corporation

Schools in particular. At no time in the history of our country has there been a greater need for guarding and cherishing the principles of democracy. The various elements of our social organizations are growing more complex from day to day and new elements of social import are forcing themselves into prominence and calling for society as a whole to take note of them. We have always felt that the peculiar genius of the American people was displayed in applications of the principles of democracy when questions of general government were involved in any sphere of social activity.

"To-day, the great demand for a new application of these principles lies in the field of economics, industry and business, but just as we have founded our hopes upon democratic principles, so have we based our faith in the attainment of these ideals upon the education of our people. When the pillars of our social structure are undergoing any replacement or repairs, we have found that the structure of our social system has been kept intact by invisible cables of social relationships which have supported society during the alterations. These interconnecting associations are habit, or the customs of the people, public opinion and the relationships of home life. In all these branches of influence you have played a conspicuous part.

"As the head of a great publishing institution you have had a special influence in molding public opinion through the columns of your publications of world-wide circulation. You have been strengthening the subtle threads of business integrity and commercial ethics, doing more perhaps for commercial education in a practical way by following these high conceptions in your own advertising columns and in the business relationships existing throughout your organization of production and selling. The support which society is getting from your teachings and examples of your practice cannot be measured by ordinary standards. It can only be measured in terms of that social progress which is taking place in our nation by injecting into our economic organization the principles of democracy, supported by the educated working forces.

"It is not necessary to mention here that other influence which you are exerting in the field of the home, where for generations homemakers have been educated to higher domestic ideals and to the high vocation of homemaking through the columns of one of the most popular magazines in the world.

"It is not our purpose to speak of these services as though they were especially made for our association for the activities of the President of this great corporation and its publications belong to the nation as a whole, but it is because of this vast background of social service which makes it particularly gratifying to us to have been able to count upon your co-operation in this most recent effort in the business world to bring education of a practical and uplifting nature to the workers of the world. Not only have the physical and financial resources of your institution been put at

the disposal of our committee in providing for our second annual convention, but you have supported the movement by putting into it your own personal thought and consideration which contributed so much to the success of the undertaking. We have felt the honor of being permitted to associate your name and the name of your institution with the hopes of our National Association of Corporation Schools. Individually, each member gained valuable information and took away a great fund of inspiration by being permitted through your generosity to visit and study your own system of vocational education and the great organization of The Curtis Publishing Company.

"In appreciation of all this and in hopes that in years to come you may recall with pleasure the aid and encouragement which you gave to a great movement in its infancy, The National Association of Corporation Schools, through the unanimous vote of its directors, presents you this tablet in commemoration of its Second Annual Meeting, held in The Curtis Publishing Company's Building, Philadelphia, June, 1914."

Mr. Tily also spoke of the atmosphere which surrounds the workers in The Curtis Publishing Company, laying special stress upon the psychological effect which the beautiful building furnishes and general conditions under which the employees of The Curtis Publishing Company work has upon the character of work which they perform, and which is reflected in *The Ladies' Home Journal* and the *Saturday Evening Post*.

Mr. Curtis responded happily but with evidence of deep emotion. He stated that the tablet would be suitably displayed in his private office, and while it was a new experience to him, the occasion would always be cherished as one upon which he had been greatly honored. He asked our Association to feel at liberty to again meet in The Curtis Publishing Company's auditorium and as his guests whenever there might be a desire upon the part of our members to accept his hospitality. A general discussion of industrial education followed, which was participated in by all present.

#### **UNITED STATES FARM SCHOOLS**

A plan whereby ten or more farmers or farm women can form home classes in agriculture or domestic science and receive the textbooks, lectures, lantern slides, laboratory and cooking equipment necessary to conduct them, has been devised by the United States Department of Agriculture in co-operation with Agricultural Colleges of certain States, says the *Scranton, Pa., Times*.

The object of the plan is to make accessible at home, to

men and women who have not the time or means to attend the regular courses at the colleges, practical short courses in agriculture and home management specially adapted to their districts. These courses, which will consist of fifteen to twenty lectures, and will consume five or more weeks, can be arranged to suit the spare time and convenience of each group of people.

The courses to be offered at first are poultry raising, fruit growing, soils, cheese manufacturing, dairying, butter making, and farm bookkeeping; and for the women especially, courses in the preparation, cooking and use of vegetable and cereal foods.

When a group has decided to take up the work, the State which co-operates sends an agent with the Department's representative to organize a sample class and assist the leader whom they elect in laying out the work and in showing him the best methods of procedure. The classes commonly are held from eight to twelve in the morning and from one to four in the afternoon, two or three days each week. The sessions are not held every day, so that the members will have time to attend to their farm duties in between the sessions.

Not all of the States have yet agreed to co-operate in this plan. Last winter experiments along these lines were carried out successfully in Pennsylvania, and this has stimulated an interest in the method in other States. In one of the Pennsylvania classes more men applied than could be accommodated, and all of the twenty men and fifteen women who began the course completed it. Pennsylvania is now arranging for more classes, while Massachusetts, Michigan, Vermont and Florida expect to take up the work. Other States, such as Maine, New York, New Jersey and Delaware, have signified their willingness to co-operate.

The advantage claimed for the new home courses with local leaders and laboratory equipment over the ordinary correspondence courses is that only a small percentage of those who take the individual correspondence course finish it. Studying in a group, with laboratory work and a leader, seems to stimulate the interest and add a social feature which leads the members of the group to follow the work conscientiously and complete it. Experiments with free correspondence courses show that while many individuals gain advantages from them, many others, because the material is furnished free, do not feel the same obligation to complete them as they do when they pay a substantial sum of money for the instruction.

## **COMMERCE SCHOOL LURES BUSINESS MEN**

### **Leaders in Commercial Life of New Orleans Enroll as "Pupils." 100 Apply at Start**

*New Orleans, La., Item.*

Dean Aldrich: "Ernest, name the presidents of the United States in order."

"James, bound the state of Tennessee."

"Levering, define the term 'marginal utility.'"

"Paul, what is the square root of 529?"

"Mayre, what is the nebular hypothesis?"

Scores of Orleans business men want to become schoolboys again.

After spending months and years in a battle with the practical problems of life and business, they are going back to take a fresh try at the theories of the text books.

Most of them had thought they had put the school room and the chart and test tube behind them forever when they received a sheepskin with a gold seal and a layout of signatures, but since then the world has scooted along. Most of these business men have been "overtaken."

Business efficiency was born and blossomed into a science since they were under the autocracy of the school-master. So have commercial law, business administration, commercial languages, and the practical economics of trade shifted from bogeys to necessary qualifications of the up-to-date business man.

### **Forward the 100**

To grind off the rough corners that the text books in their day failed to reach, something like 100 lawyers, doctors, salesmen, accountants, manufacturers, merchants, clerks, stenographers, bookkeepers, etc., are inquiring of Dean Morton A. Aldrich about enrolling as students in the new school of commerce of Tulane University.

Here are a few of those who want to hear the ding-dong of the school bell again, and sit on a bench and answer the questions of the official dispenser of knowledge:

James L. Wright, secretary of the Pan-American Life Insurance Company.

Leon C. Simon, vice-president of Kohn-Weil & Company.

Levering Moore, vice president Mortgage Securities Company.

W. Irving Moss, president Hartwig Moss Insurance Agency.

Paul Jahncke, vice president Jahncke Navigation Company.

Paul Havener, certified public accountant, member of firm of Robinson Masquelette & Company.

Mayre B. Trezevant, general manager of the Association of Commerce.

Louis S. Goldstein, secretary-treasurer Louis Goldstein Sons Company.

Ernest A. Burguières, treasurer the J. M. Burguières Company, Ltd., sugar manufacturers.

### **All Successful Now**

All successful in business and matters of professions it may be judged that they will receive high marks in deportment and something more than "passing" grades in the "exams."

All last week Dean Aldrich was busy advising with "prospects" about the courses in the commerce school. Saturday he was able to give a bright prediction.

"I've been asked by numerous business men 25 to 50 years old whether they were too old to learn any more," the dean said. "That is just the class of men these courses are for. The school of commerce is designed to fill in the special needs of men in business or contemplating going into business. The courses will give them bits of knowledge that colleges and universities did not begin to supply until a few years ago.

"The inquiries have been so heavy that, figuring a fair percentage of the 'prospects' as ultimate pupils, the school will start off with a big enrollment."

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### **TEACHERS WILL STUDY PRACTICAL SHOP WORK**

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#### **To Open Technical Courses at Philadelphia Trades School to Supply Demand for Instructors**

*Philadelphia North American.*

To meet the demand for efficient teachers in the seventh and eighth grade shops, technical courses will be opened in the Trades School, Seventeenth and Pine streets. The work done in these



courses will be practical shop work combined with discussions and readings on industrial education, principles of teaching and methods of shop management. The entire course will be under the direction of John C. Frazee, director of vocational education and guidance.

Commenting on the course, Mr. Frazee said: "It is recognized, owing to the fact that some of our teachers have learned one woodworking trade and some another, that some work will be offered in the course which a few applancts have already learned technically. For the sake of co-ordinating our shop work over the city and of standardizing methods of presentation, however, this course should be of value to all of our teachers."

Examinations will be given during the winter which, if passed successfully, will place the candidates upon the eligible list for appointment. The candidates for examination will be expected to present satisfactory proof of graduation from an approved high, trade or technical school, or equivalent academic education. In addition to this, they must present evidence of experience in a woodworking trade.

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### **PLAN VOCATIONAL SCHOOL**

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#### **Middlesex County, N. J., to Establish Institution to Aid Children**

A resolution authorizing the naming of a vocational school board and the establishment of a vocational school in Middlesex County, New Jersey, was unanimously adopted by the State Board of Education. County Superintendent of the Middlesex Schools Willis said 90 per cent. of the manufacturers of the county favored the establishment of the institution. He showed that last year 1,113 children there had to leave school for work before they were fourteen years old.

The board will be composed of five members, the County Judge to appoint four and the fifth to be named by the County School Superintendent. The board will establish the school, and the State will pay as much for its founding and maintenance as the county. Instructions will be given to industrial, agricultural and household arts education.

### **PROGRAM FOR THIRD ANNUAL CONVENTION.**

#### **Committee Reports to Form the Basis for Discussion in Effort to Determine Industrial Educational Problems**

At the November meeting of the Executive Committee of The National Association of Corporation Schools several of the Chairmen of the various Committees were present and discussed the work of their Committees with the Executive Committee. After a full discussion it was unanimously voted to advise all Chairmen of Committees to either meet with the Executive Committee on January 5th and submit an outline of the work their Committee is to do, and the character of the report their Committee is to make, or submit such an outline in writing on that date if impossible to be present at the meeting. The Executive Committee at its January meeting will take up the plans of each of the various Committees and approve or give further instructions. All final Committee reports are to be in the hands of the Executive Committee at its April meeting, on the first Tuesday in April, and such reports will be printed and distributed to members in advance of the annual convention thus giving the members an opportunity to review the reports and to come to the convention prepared to discuss them.

The Executive Committee will act as the Program Committee for the next annual convention and it is probable that the reports of the various Committees and discussion of such reports will form the principal business of the convention. Very few speakers will be asked to make addresses, except those invited to speak at the banquet. It is the belief of the Executive Committee that in this way greater progress will be made in definitely determining the problems which it is hoped to solve.

#### **SCHOOL COURSE ATTACKED**

On the ground that the course of study in the public schools of New York City gives the young people a mere veneer education which does not stand the severe test of practical life, the committee on industrial education of the Manufacturers and Business Men's Association will soon take up the matter with the educational authorities. Judson G. Wall is chairman of the committee.

The members of the committee believe in the establishment of industrial schools in the city for the purpose of giving voca-

tional training. Some of the members also are advocates of the founding of a college in Brooklyn.

In discussing the subject at a meeting of the committee, it was pointed out that although a large variety of subjects are taught in the schools, the education lacks thoroughness, as the business man can easily discern when he has occasion to test the young men.

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## **INDUSTRIAL EDUCATION IN THE PHILIPPINES**

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### **Industrial Education Now in Reach of Every Student in the Islands**

The annual report of the Chief of Bureau of Insular Affairs has this to say about education:

"At the present time there are about 525,000 children in attendance in the public schools. The total number of schools has been increased from 2,934 in March, 1913, to 4,304.

"Great interest has been taken in the United States in the work of the Bureau of Education, which has resulted in a large number of applicants for teaching positions and has made it possible to secure an excellent corps of teachers. So far as has been possible Filipinos have been appointed to teaching positions. This is especially true in the positions of teachers of domestic science and home-economy and of primary teachers, as a great many Filipinos are graduating from the normal schools and are especially trained to do this particular work.

"Courses in school and home gardening have been introduced in the primary and intermediate grades, and gardening is a prescribed industrial subject for one year in the intermediate course.

"The promotion of industrial instruction for the public schools continues to be one of the chief aims of the bureau, and at the present time industrial education is within the reach of practically every student in the islands, there being seventy-eight industrial supervisors whose special duties are to promote this work."

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## **HOUSTON, TEXAS, STARTS VOCATIONAL CLASS**

*Houston Chronicle.*

With his class of nine students, Stuart Mackay is organizing the nucleus of a vocational department at Rusk School that prom-

ises to become one of the most talked-of innovations in school affairs about Houston.

Instead of giving the students a small portion of each week in the manual training shop, one-half of each school day is spent there. The other half-day is devoted to the study of English, arithmetic, spelling and writing.

Actual problems of mechanical construction are to be worked out in the shop lessons. Carpentering is to be taught and concrete construction will be included later.

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### **BOSTON HAS SCHOOL FOR VOCATIONALISTS**

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#### **Women Who Wish to Direct Children into Trades Can Get Special Training**

Boston has a school for vocational counselors. This means that women who wish to take up the new occupation of guiding children in their choice of trade can study and equip themselves for the work at the Woman's Educational and Industrial Union.

The union realizing that if the public schools are to be of use as guides to children after they leave school, and are to help to train them for industry, some one must be equipped to take up this guidance, has prepared a course of teachers, which includes all that will come within the scope of their instruction.

The course covers an academic year and will be of a distinctly practical nature. Miss Florence N. Jackson, director of the union's appointment bureau, and vocational counsel for Smith and Wellesley Colleges, will have general supervision of the classes. Dr. Susan M. Kingsbury will be in charge of the research work.

The course which opened on October 1 will include the history of industry, methods of industrial investigation and the use of statistics. The students will make a special study of psychology, economic and labor laws.

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### **VOCATIONAL TRAINING**

"In its scheme of vocational training the university assumes that young people who are to be wage earners need culture and need training. It assumes that they should have developed the power to feel and the power to do. It assumes that vocational training should go further than making the man fit the job; it would do what it could to make the job fit the man. In these days

the job is constantly changing. Scientific application on entering into it and new questions of economics arise. Farming, today, is something more than turning furrows and giving cattle their fodder. The learning of the alchemist has gone out of the world of logic and magic into the large laboratory of the shop and the sword. The vital needs of children, the fundamental needs of human society, can never be met by any narrow conception of vocational education. The schools are to do what they can to develop good health in pupils, that later they may be able to withstand the nervous strain of modern production; to develop personal and socialized character, that these qualities may assist in the solution of tremendous economic problems coming up in the industrial world, and to further citizenship training in order that they meet the problem of a political democracy.

"There can never be genuine trade instruction without some accompaniment of the applications to the trades in the practice of mathematics, science and economics. It rests upon the trade teacher to bring out the human needs of the vocation which he is teaching. He should know something about trade unionisms, the effects of hours and wages upon prices, industrial betterment, laws and regulations and such other topics as will make his pupils intelligent, thoughtful, progressive wage earners. We are woefully lacking in trade and technical schools in this State. There is no school for textile workers, for shoe workers, for paper-makers. Not a school of fermentology, nor a school for glassworkers. No public art school or school for jewelers, bookbinders or lithographers exists in the State. We continue to waste and squander the wealth of artistic taste and craftsmanship inherent in our people and instinctive in many of our immigrants. In our industrial system we are building for the immediate present instead of for that future sure to come when craftsmanship in America will be in direct competition with the human product of industrial schools."—Bulletin 575, New York State University.

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### **THE GOODYEAR SCHOOL OF SHOP PRACTICE**

Why should a manufacturing company wish to employ trained men, and even be at the pains and expense of training them? Thoughtless persons sometimes imagine that commercial victory is to be won by craft and unscrupulousness,—but they should look about them. To-day, even more than ever before, it

is the business which rationally perfects its product by inventive thought; which has its product built by educated, discerning and careful workmen; and which sells that product through a planned out, systematic and progressive unfolding of the market; that wins in the race for success. The industrial education of workmen is, in short, based upon a need. The need is always for success, and the educational method of gaining it has come about solely through the growing recognition that prosperity is not so much determined by passions and by parties, as by the steady development of intelligence as such.—Goodyear Wingfoot Clan.

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## **TO AID MOVEMENT FOR VOCATIONAL EDUCATION**

### **Bureau of Information Planned for Benefit of Students**

A comprehensive survey of opportunities for vocational education in Philadelphia is now being conducted by the Public Education Association, with a view to aiding the movement. A questionnaire has been sent to about 300 institutions, giving instruction which prepares persons to earn a livelihood—professional, industrial, commercial and other schools, and institutions where the household arts are taught. For each institution a card will be prepared, giving details concerning its purpose, number of teachers and pupils, tuition fees and entrance requirements, facilities for placing graduates, and vocational courses offered.

Schools to be investigated range from the grammar grades to colleges and universities. The material gathered will be analyzed, indexed and classified, for the benefit of prospective students. Charts will be placed in the public schools so that every pupil may, at a glance, ascertain opportunities in the particular branch of endeavor to which he inclines.

It is the ambition of the association to establish a clearing house of information concerning the various phases of vocational training.

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## **VOCATIONAL SCHOOLS**

*(New York World.)*

In authorizing the establishment of six vocational schools the board of education undertakes what will be regarded as a wise experiment in practical education. The streets of New York are filled with boys who would be glad to learn a trade if they



had the opportunity, but to whom the old route through the shop and workroom is closed because of the limitation of the number of apprentices. That demand the public schools may well attempt to meet with courses in industrial and manual training such as it is now proposed to provide.

And why is it not as proper a function of the public school to furnish a practical as well as an academic training?

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### **SHORT UNIT COURSES FOR VOCATIONAL WORK**

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#### **W. F. Book Completes Outline for Home-making Study in Indiana**

The vocational division of the Indiana State department of public instruction, of which William F. Book is in charge, has completed an outline of a "short unit course" in home-making, which is to be used in part-time and evening classes over the state.

"The advantage of the short unit course for part-time and evening work lies in the fact that the instructor may thus select those problems or topics which the pupil of her particular class and community need help on," the department says. "By using the unit course such pupils may do individual work and omit the work they do not need without interfering with the work of the rest of the class."

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#### **ARKANSAS CHILD LABOR LAW SECURED BY THE INITIATIVE**

By A. J. McKELWAY IN *The Survey*.

The popularity of the cause of child labor reform has been conclusively shown by the success of the child labor bill initiated by the people of Arkansas.

For several terms the Legislature has neglected to pass an adequate child labor bill, although there was no great abuse of child labor in the state, the child-employing industries being comparatively few. At the last session of the Legislature, though the majority were in favor of such a bill, the crowding of other matters upon the calendar prevented the taking of a vote.

I told some of the members of the Legislature that it would save the state some expense in printing if the Legislature would pass the bill instead of leaving us to initiate it. It would have been a much less satisfactory measure, however, since certain

child-employing interests had influence with members of the committee that considered the bill.

Accordingly, with the adjournment of the Legislature, the National Child Labor Committee, in co-operation with the State Federation of Labor, the Farmers' Union, the women's clubs, and other organizations, undertook to secure petitions for the initiation of the child labor act. Some 13,000 names were required, and Herschel H. Jones, an agent of the national committee, was sent to Arkansas to stimulate public opinion and to secure the requisite number of signatures. Instead of 13,000, some 22,000 names were secured on the petitions, and in the recent election held in Arkansas the votes for the act numbered 52,811, with 17,978 against—nearly a three to one vote. The child labor act proved the most popular of the fifteen bills and amendments submitted to the people, and fell only 11,000 votes behind that cast for the successful candidate for governor.

The bill is a condensation of the uniform child labor law, the first section prohibiting the employment of any child under the age of fourteen years in any remunerative occupation, except that during the school vacation children under fourteen years may be employed by their parents or guardians in occupations owned or controlled by them. This applies to children on farms as well as in factories.

Further regulations are the sixteen-year-age limit for occupations, dangerous or injurious to the health or morals of children, including employment upon the stage. Children under sixteen are also forbidden to work more than forty-eight hours a week or eight hours a day, or at night; while children under eighteen can not work more than fifty-four hours a week or after ten o'clock in the evening. The usual provisions for the issuing of employment certificates are put into force by this act, which becomes effective January 1.

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### **A UNIQUE SCHOOL IN MEMPHIS**

#### *Memphis Scimitar.*

The apprentice class of the Bry-Block Mercantile company visited *The Memphis News Scimitar* to see the many interesting, instructive things concerning a great newspaper in the making.

This class is the only one of its kind in the United States. While most of the department stores in the East are to-day consid-

ering important welfare work and vocational education for their employes, it is more or less restricted in its scope.

The plan applied to Bry's apprentice class, however, is not only following closely along the lines of civil service in its application to employes, but it takes into consideration the responsibility of training the novitiate. It not only trains them in a merchandise sense, but goes far beyond that. A part of the program is that this apprentice class of young ladies is sent forth under chaperon to inspect different points of interest.

It is not so much the work which the Bry-Block Mercantile company has undertaken, but the point of view it has adopted regarding these beginners. They are only accepted when they are accompanied by their parents, and recommended by the pastor of whatever denominational church to which they belong, and then only provided they show in the first month aptitude and desire to learn. The first hour and a half of each day is given over to elementary studies, later on vocational studies will be taken up.

The apprentice class shares in a co-operative dining room, a decided economical feature. There is also maintained a rest room and a thoroughly equipped hospital and laboratory. The young ladies are consulted as to which particular department they prefer.

Among other interesting features contemplated are visits down the Mississippi, to the Memphis Zoo, to historical points in and around Memphis, to industrial plants, and to all educational features of the Tri-State fair this fall.

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### **NEW VOCATIONAL SCHOOL OPENED**

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#### **First Institution of Its Kind in Indiana County Has Attendance of 25**

Indiana, Pa.—With an attendance of 25, the new vocational school in the old Eldersridge Academy opened, it being the first school of its kind in this section of the state. The old academy had been in existence seventy-five years and was a factor in the educational matters in western Pennsylvania.

The new school is being conducted under the joint management of the State, Young and Kiskiminetas townships and Clarksburg and West Lebanon school districts.

A four-year high school course, a four-year course in domestic science and a similar course in agriculture will be given students.

## **NO ENTRANCE QUALIFICATIONS REQUIRED**

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### **Here Is a School that Means Prosperity for Missouri Farmers**

A school without an entrance examination sounds like a Utopia to the school boy, but such a school has been opened at Jonesburg, Mo., where everybody is admitted without anything but age restrictions. It is a back to the soil and vocational training institution, however, and unless one wishes to make farmers out of his children it is not exactly the place to send them.

The non-entrance examination school goes under the dignified name of the National Farm School and Vocational Training Institute.

The place was opened a year ago on a farm of 229 acres. An agricultural instructor from the State Agricultural College at Columbia, Mo., is in charge of the farm, and while the students learn they work on the farm growing crops.

"The object of the institution is to teach self reliance and ability to do things," according to Dr. J. T. Tuohy, president and head master.

At the National Farm School there will be barns, silos, gardens, orchards, horses, cows, sheep, pigs, calves, lambs, flocks of chickens, ducks, gobblers, geese, bees—aye, even dogs, for the boys are encouraged to have and bring along their pets—besides, they engage in planting, plowing, cultivating, gardening, feeding fowls and animals; also working in the shop, and thus learn to handle tools, make useful things in wood, metal, concrete and onyx composition. Thus the city boy will find at this farm school unlimited opportunities in the great out-of-doors, each day a new day crammed full of experiences. Books will come in for their share of attention. Half a day will be given to them and half a day at productive work. The country boy may come to the National Farm School, and instead of finding there drudgery so general often at home, he may choose the branch of agriculture that appeals to him, learn that vocation far better than his father was able to do, learn it under conditions that interest, attract, educate him, instead of having despair rot his ambition, and, better than all, earn a substantial sum of money at the same time.

The National Farm School does not exact a high age limit for admission. It receives youths from their tenth year on. And from its experience so far, even short as it is and with a

small enrollment, youths of ten, eleven or twelve are even preferred. In their twelfth or thirteenth year practical work will thus readily develop into vocational training along definite lines.

No educational qualification is required. While those who have at least completed the sixth grade may more easily follow the course in agriculture, citizenship and usual studies no pupil is rejected because of inability to enter high school or the lower grades. On the contrary, he is received, encouraged in his agricultural or other work and ultimately comes to see the need of a good knowledge of arithmetic and other studies to carry on farm and general work successfully. The result follows that a so-called backward pupil eagerly takes up the study even of botany or biology when their value is brought distinctly to his notice by his own efforts in agriculture, especially when he cashes in on the net profits arising therefrom.

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### **INTENSIVE TEACHING**

*Pittsburgh Post.*

The patrons of the night schools doubtless will appreciate the determination of those in charge to get the limit of good results out of the two hours an evening spent in the building. All who attend night schools necessarily go there for practical purposes, either to make up for deficiency in early training, lack of opportunity to attend in the day, or to take up vocational training for new positions or to advance them in the work in which they are engaged. They want to put the knowledge they gain to immediate use.

Recognizing this policy as desirable for the night school may stimulate the movement for more practical instruction in the day term, not that there should be any reduction of its high standard for those who wish to pass to other institutions after leaving the public school, but for the boys and girls who have to begin at an early age to earn their living. Complaint is made that not as many enter the high school as should. On the other hand are many who find it impossible to take advantage of the full course, and for these shorter courses are being arranged. That is a step in the right direction. Give every boy and girl as much education as possible in the time each has for seeking it. In this instance the charge of "cramming" is escaped by giving the essentials that begin counting at once.

**FEDERAL AID FOR VOCATIONAL EDUCATION**

BY H. E. MILES.

Obvious defects are visible in the bill for Federal Aid for Vocational Education, recently introduced by Senator Hoke Smith in the United States senate. The bill appropriates \$500,000 for the year ending June 30, 1916, for teaching agriculture and an equal sum for teaching trade and industrial subjects. These amounts increase annually to \$3,000,000 for each subject (total \$6,000,000) for the year ending June 30, 1924; together with \$500,000 for training of teachers in the year ending June 30, 1916, increasing to \$1,000,000 for the year ending June 30, 1919, and annually thereafter.

Provision is made that all teachers in vocational schools must either have practical experience before going to school or get experience in the school. This is one of the prime faults of the bill as it may be wasteful, if not hurtful, to trained teachers at the beginning other than by taking them directly from the industries by careful selection and training them in connection with their teaching in summer courses. This is being done very satisfactorily in several places.

Sec. 6 of the bill says: "A Federal Board for Vocational Education is hereby created to consist of the Postmaster General, the Secretary of the Interior, the Secretary of Agriculture, the Secretary of Commerce and the Secretary of Labor." The Commissioner of Education will be the executive officer of the board.

There is a general satisfaction that the need of a federal commission or board is recognized and that very able men are named for it, but it is to be regretted that the proposed board is ex-officio, each member being occupied with the task taking the utmost of his strength. The form of board proposed reduces itself to a mere ex-officio board having a single head of a bureau as the power. It is not fair to ask any single man to distribute money under the shadow of great names and to assume the responsibilities involved.

Thirty-five states now have boards of education and all but six are of this character, consisting of the state superintendents and other state officials. These boards have been almost utterly without consequence or influence. The administrative authority has been as much alone as if there were no board. There has been neither initiative nor development.

The state superintendents of thirty-three states are elected



by popular vote. Necessarily (without disrespect) they are "vote-getters" primarily. They must distribute largess graciously, they must not criticise severely nor object, and they do not.

We need above everything else a working board like the Interstate Commerce Commission, the Federal Reserve Board, or the Federal Commission on Industrial Relations, a board especially experienced in the vocations, representative of the vocations themselves, employers and skilled workers together with representative of the general public. To say that we do not need such a board is to allow that the relatively less important Interstate Commerce Commission might be discontinued and its work left to a bureau chief in the Department of Commerce and the work of the Federal Reserve Board left to the head of a bureau in the Treasury Department.

Section 8 of the bill says that the State Board "shall prepare plans, showing the kinds of Vocational Education" which it proposed to develop and "if the Federal Board finds the same to be in conformity with the provisions" of the act, the federal funds shall be forwarded. "If any allotment (Sec. 16) is withheld from any state, the State Board of such state may appeal to the Congress of the United States." The nation is not to pay for the right sort of industrial education, but rather to remit upon receipt a plan not inconsistent with a very general act, with an appeal to congress if it fails to remit—in substance, a supposedly able head of a bureau, behind busy secretaries necessarily engrossed deeply in politics, is pitted against all the congressmen and their constituents if he withholds funds anywhere, and the whole ex-officio board, in danger of losing office at any election. Is this constructive or is it mere distribution?

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### **IN AID OF VOCATIONAL EDUCATION**

In my judgment there is no piece of constructive legislation now before the American Congress as important to the welfare of the American boy and girl as the bill providing for Federal aid to vocational education. It is important not only to agriculture, manufacturing and commerce, but it is vital to the cause of good citizenship, for upon it depends in large measure the quality of our citizenship in the immediate future.

C. S. PAGE,  
United States Senator from Vermont.

## **MINNEAPOLIS STARTS VOCATIONAL TRAINING**

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### **Board of Education Decides On New Step at Once**

*(Minneapolis News)*

Minneapolis is to have a high school devoted exclusively to vocational training.

The Board of Education on the recommendation of Frank E. Spaulding, superintendent, has voted to remodel the old Central High School building at 4th avenue and Grant street, and install the necessary equipment for vocational teaching.

H. W. Kavel, manual training instructor at the Central High School, will have complete charge of the new school, which will be completed and opened in about two months.

The sexes will be separated in the school. Attendance will not be limited to children of high school age. Boys and girls from the sixth, seventh and eighth grades, deemed misfits in the regular school courses, will be allowed to attend.

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## **UTAH PROFESSOR GIVES ADVICE**

The second and closing day of the recent annual convention of city and county superintendents of public schools of Utah proved to be as interesting as the first day, and when the convention was brought to a close the members freely expressed themselves as of the opinion that the gathering had been the most successful of its kind in the history of the State.

One of the speakers, Professor Milton Bennion, of the University of Utah, took for his subject "How May the Elementary Schools Get Nearer to the Industrial Life of Our Communities?" Professor Bennion said in part:

By the readjustment of the school calendar to better fit the industrial life of each community we may evolve shorter and more frequent vacations; greater flexibility in courses of study, with possible half-day sessions during busy seasons. Give credit for house work with inspectional authority by teachers over work for which credit is given; the employment of principals and teachers, or supervisors, of industrial subjects twelve months in the year.

Readjustment of the use of State funds for elementary schools. Payment by the State of one-half cost of equipment

for industrial work in schools, including land purchased for agricultural or school garden purposes. Payment by the State of one-half the annual salary of supervisors of industrial subjects and principals of rural schools who may also be qualified to supervise the industrial work of the school. The above payment to be made on the basis of standard established by the State out of the interest on land funds and the three-mill tax. The remaining portion of the State tax to be paid to the various school districts on the basis of school attendance, somewhat after the fashion of the distribution of the one-half mill high school tax.

The employment of teachers who better understand and sympathize with the industrial life of the community in which they live.

### **Home Comes First**

The theory and practice of household arts is more important than Latin as a part of the preparation of young women to teach in the elementary schools. And the young men teachers in these schools need both practical and theoretical knowledge of the industrial life of the community more than they need foreign languages.

Make the principal of rural school practically a life's work for a man of suitable training and ability, that he may be a prominent factor in the life of the community and himself participate in some measure in the industrial affairs of the community.

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### **WHAT IS PERSONALITY?**

S. ROLAND HALL IN *Selling Sense*.

It's a wonderful thing—this thing that we call personality—which includes your appearance, your manners, your voice, your conversation, everything about you that impresses you on those with whom you come in contact as an individual, different from every other person in the world. You do not have to be beautiful to have a charming personality. You do not even need to be wonderfully clever, but you do have to be careful, courteous, clean, well informed, ready always to be at your best and to give people your best. Personality has paved the way to fortunes. Are you developing yours to its fullest?

## **INDUSTRIAL EDUCATION IN NEW YORK CITY**

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### **Council of Teachers and Business Men to Establish Co-operation of Schools and Commerce**

If the recommendations of the special committee of the Board of Education are adopted, New York City will have commercial education unsurpassed by any city in the world. The report is voluminous, and only the statement of its main features can be made. The committee advocates:

Further improvements in the scope of courses.

The inclusion of courses which deal with all the competitive sides of business.

An inquiry to determine whether the present stenographic course might not be made elective.

Emphasis on the vocational aspects of the so-called academic subjects in which it is now laid.

The formation of special classes in penmanship and arithmetic, for students weak in these subjects, supplementary to and exclusive of regular work, wherever needed.

The establishment of more specialized commercial schools, particularly in Queens and the Bronx.

The establishment of a council of principals and teachers who, with the cooperation of co-ordinates, or field agents, and representative business men, should investigate the business situation and needs of commercial education, frame courses of study, subject to approval of the Department of Education, establish co-operation with the business community and help direct the unified policy in all commercial schools.

The appointment or assignment of a person to act as immediate supervisor of commercial education and who would preside over the council.

The training of teachers of the academic group of subjects in commercial schools, by means of interdepartmental conferences.

Special courses, and extension of facilities for visits of teachers to business houses, and three visiting days for teachers a year, with pay, to commercial houses.

The abolition of the regent tests and the establishment of local tests.

An earnest effort to acquaint parents of pupils in the ele-

mentary schools and first-year pupils in commercial schools with the advantages of the four-year course.

Extension of continuation instruction, establishment of an evening high school of commerce, day classes for seasonal workers, day classes for night workers, extension of the lecture system by business men.

Establishment of practice work in business houses on Saturdays and in vacations, and an alternating plan of co-operative instructors in the third and fourth years.

The Board of Education has opened its yearly series of lectures for popular education. More than 2,000 lectures have been arranged for this season, to be delivered in about 180 public school buildings and rented halls.

Special attention will be devoted this season to government, history and general science. The plan tried successfully last year of having a public forum on Friday nights will be extended.

### **EDUCATIONAL RECIPROCITY**

*(New York Sun)*

A committee of educators which has just returned from South America asserts that the countries there are anxious for an interchange of students and ideas with the United States. No time for this development could be more favorable than this under the impetus of increasing trade cordiality and the fact that Europe for the time being is scholastically out of the running.

The United States has for many years received great numbers of Latin-American students, but—and here is the important distinction—they have been almost universally from north of the Isthmus of Panama. They have not therefore put us in touch with the most powerful of Latin-American peoples. To this may be credited much of our previous misunderstanding, inasmuch as predominant Latin-American brains have had little communication with the intellects of this country.

The reason has been principally one of physical rather than racial barriers, for obviously there is not a racial difference equal to that which lies between us and the Chinese, although the Chinese, next to the Canadians, are the most numerous of foreign students at our colleges. It is simply the fact that commerce has not heretofore established channels of intercourse, and students who have been obliged to go first to Europe in

order to double back across the Atlantic to our universities have seen small occasion for covering the extra leg of the ocean triangle.

But in making all haste to establish ourselves in the esteem of South Americans, both commercially and educationally, let none of us be so short-sighted as to assume that this means simply for Argentina, Chile, Brazil or Venezuela to send students to our institutions and buy our goods. It is to be noted that the South Americans suggest an "interchange." Their resources, mental and commercial, make this the only equitable process.

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### GENERAL EDUCATIONAL NOTES

From most every quarter of the United States come reports of the interest farmers are taking in industrial education. Much of this work is being conducted by the State Agricultural Colleges and through the Grange. Educational exhibits at county fairs are also becoming popular and agricultural vocational schools are springing up in many communities. Two direct results of this activity will be increased production from the soil and a tendency to keep the boy on the farm.

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According to plans of the Board of Education, Oakland, California, is to have a new vocational school this fall. It is to be established in the old manual training and commercial high school building at Twelfth and Market Streets. Special training certificates have been granted to several instructors, who underwent rigid examinations at the hands of the county board, under direction of Principal P. M. Fisher of the Oakland Training and Commercial High School. Woodwork is to be taught under the instruction of John E. Shaw, formerly instructor in a Kentucky manual training institution. Printing, binding and lithographing will be acquired by pupils under the guidance of Ernest Shophofer, superintendent of a San Francisco lithographing company, and William L. Weitz, who is a graduate of an eastern trades school, as well as a practical and expert blacksmith of this city, will teach young men and boys how to shoe a horse in the most approved and up-to-date fashion in addition to working at the forge. Miss Sarol Tripp will instruct girls in the use of the needle. Cooking and other domestic arts and sciences are to be taught along approved lines. Designing, painting, electricity and agriculture courses are to be afforded the boys and girls who desire to fortify themselves for life's battles with practical knowledge. Academic instruction is also to be given.



Chairman George W. Traut, of the committee on school accommodations, of Hartford, Conn., E. C. Goodwin and Architect Walter P. Crabtree had a conference at Superintendent S. H. Holmes's office with Mr. Schoen of the Waterbury continuation school, the expert hired by the committee, in regard to the equipment of the new prevocational school now being erected on the rear of the grammar school lot. Mr. Schoen presented a list of what he thought the equipment should be and it was approved. The equipment will include a milling machine, eight lathe turning machines, wood turning machines, lathes, jointer and surface machine, printing outfit and quite a list of small tools. It was explained that the subject of the prevocational school is to direct the tastes of the boys into the lines for which they are fitted. Boys in the grammar school are too young to learn a trade, but with the advice of expert teachers to aid them, they will get a start in the right direction.

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Dr. Edward F. Buchner, of Johns Hopkins University, for the last three years has been making an exhaustive study of the work of the Maryland high schools, charting his results and endeavoring by constructive criticism to bring the laggard schools up to the standard. He finds that the high schools are now able to meet with ease the entrance requirements of the Hopkins Engineering School, a condition which seemed hardly possible three years ago. Comparing the relative efficiency of the public and private schools of Maryland, he showed by statistics that the more expensive institutions give no better preparations than the public schools.

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The St. John's Industrial School Improvement Association was formed recently at a gathering in St. John's Industrial School at Deep River, Conn. It is the purpose of the organization to make the school attractive to both the pupils and the visitors. The men who have formed the organization previously have shown their interest in the school by contributing several carloads of crushed stone used in the construction of a new road from the station to the school. The association is to be limited to a membership of twenty-five.

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"Farming has been benefited by 'short courses'; why not school teaching?" Thus argues Dean George F. James, of the college of education of the University of Minnesota. By adapting the short-course plan of the agricultural colleges to the needs of teachers, Dean James hopes to improve the teaching standards of his State. On March 23d school superintendents and principals from all parts of Minnesota will gather at the State university for a week of special courses, designed to put them in touch with the latest developments in education.

Industrial schools will halt unrest among American workmen, John Tait, a Portland, Ore., laundry owner, declared before the Federal Industrial Relations Commission: "Many of our people have no understanding when they leave school of how to support themselves," he said. "If we should teach them useful occupations in the last few years of school instead of giving them the high school branches, the situation would be relieved. Manufacturers are looking for good help. The question is not wages; it is efficiency. The inexperienced, inefficient man causes industrial unrest."

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The *New York Times* says thousands of Americans whom the universities and technical schools of Germany attract each fall will swell the graduate courses in American universities this winter. Dr. Thomas Baker, who studied in Leipsic, adds that most of the students from South American countries, who have formerly gone to France and Germany to complete their studies, will enter the universities of the United States.

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The taxpayers of Battle Creek, Mich., are to vote on a bond issue of \$100,000 for the purpose of establishing a Manual Training School.

The new vocational college for women, soon to be established at Cincinnati University, will help solve the "restless woman's problem," President Dabney said recently. "One of the problems of the day," he said, "is to find suitable work for the rapidly growing class of young women who do not want to remain at home leading idle lives. Our college will help fit them to be of use to the world as well as to themselves."

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Work was started and ground broken with little ceremony for a much-needed new building for the Horticultural School for Women at Ambler, Pa. With the unexpectedly large number of new girls this year who are taking the training courses for horticulture, floriculture, fruit raising and other departments of this new vocation for women, present facilities at the school are entirely inadequate. A nearby farmhouse is being used as a temporary dormitory, and two large new greenhouses, begun last summer and nearing completion, will supply additional place for practice work.

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First steps toward the opening of a Vocational School in Attleboro, Mass., have been taken. The school will open next week. Courses for jewelry workers are being arranged, this be-

ing the leading industry of that city. It is required that the pupils be over seventeen years of age and that they be employed during the day at the trade in which they are to receive instruction. As a start only thirty pupils will be taken.

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The College Club of Pittsburgh has been considering for two years the establishment of a vocational bureau in Pittsburgh for professional women, not including school teachers, as they have already their own bureau. This winter actual work will be begun.

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The Industrial School of Louisville, Kentucky, opened under favorable auspices. An unusually large number were in attendance, both teachers and pupils, and the prospects for a good year's work are unusually good. There were no formal exercises, the time being spent in assigning the pupils to their classes and their enrollment. Night classes in carpentry and dress-making will be opened.

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In his annual report to the Board of Education, City Superintendent Addison B. Poland, reviewing the record of the schools of Newark, New Jersey, for the last year, gave figures which indicate that Newark still leads among the twenty largest cities of the country in percentage of school attendance. Features of the report were the statement that a fifth high school would be necessary in the near future, advocacy of the extension of the all-year schools, and a plea for increased salaries for principals and teachers. Mr. Poland gave hearty approval to the survey now under way by the bureau of municipal research and expressed his conviction that good would result from it. Another suggestion was that alternating school and shop classes might be organized to spend one week at school and the next in the shop. The salary they would draw as apprentices would enable them to remain at school longer, it was noted.

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Man for man, the American farmer produces twice as much as the European farmer, but he requires practically five times the area upon which to do it.

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It is estimated that a person who has had a high school and college education uses from 3,000 to 4,000 words, while the average individual is said to be able to get along fairly well with 1,000. Shakespeare used something like 15,000 words all told, and Milton wrote his immortal works with about 8,000.

Tulane's College of Commerce of New Orleans has added a fifth course to the four announced for the first year. A course in foreign trade will be conducted by Mr. Edwin E. Judd, commercial agent of the federal government, who is in charge of the local office of the Bureau of Foreign and Domestic Commerce. The other courses are in economics, commercial law, accounting and commercial Spanish.

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"We are in the midst of an educational movement the like of which was never before seen in history," said Dr. Anderson of Louisville in a recent discussion of industrial education. "And our own country is well up with this general movement. Last year America spent more than \$700,000,000 on education. America has over 600,000 teachers—more than all the preachers and doctors, and perhaps the lawyers, too. About one out of every four persons is in school. Nothing in the nation is so thoroughly organized as education, and the organization is becoming more compact."

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No person shall be permitted to work for this company unless he be a temperate man, in a competent mental and physical condition.—Au Sable Electric Company of Michigan.

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The State of Minnesota is proud of its public school system. It has taken advanced ground in the matter of giving agricultural education to the farmer boys and girls. The laws provide for the establishment of consolidated rural schools with departments of agriculture, manual training and domestic science. Agricultural high schools are provided by law. The State University, with its department of agriculture, is doing extension work all over the state, and has three permanent stations.

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The New Britain, Conn., Herald prints photographs of the new Vocational High School to be built in that city. By the construction of the Vocational school, authorities on education in that city believe the overcrowding of schools in this city will be eliminated to a certain extent. The new institution will accommodate 1,150 pupils and will be the last word in vocational training. The estimated cost of the building without heating, ventilating and furnishing will be \$131,000.

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The San Francisco Daily *Bulletin* severely arraigns the Board of Education of that city in a strong editorial under the caption "A Plea for the Children." The *Bulletin* claims San Francisco is not keeping up to date and places special emphasis on the need for better trade schools, vocational guidance, continuation schools and social use of school houses.

The School Board of Des Moines, Iowa, has decided to employ a vocational expert to assist in the educational work of the schools of that city.

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Rochester, New York, reports a strong demand for increased facilities along the lines of vocational schools for both boys and girls.

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The Boston, Massachusetts, *Advertiser* claims that trade schools for girls in Boston are overcrowded. The *Advertiser* also says: "Employers are appreciating more and more girls who have been trained and are seeking for such girls to place in their emment."

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Muncie, Indiana, will establish night vocational schools for women.

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Springfield, Massachusetts, reports a large increase in enrollment in the vocational and trade schools of that city.

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The Baltimore Lodge of the Fraternal Order of Orioles is contemplating the erection, in Baltimore, of a Vocational School, to cost \$300,000, which the supreme body of that order intends to establish in the near future.

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Atlanta, Georgia, has completely reconstructed the courses in its public school system and adopted new methods. The *Atlanta Saturday Night* says: "The course of study has been revised throughout," and points out that at the present time of the 32,139 children of school age shown by the census only 25,000 are in the schools. The *Saturday Night* further comments: "The cost of the 7,000 children who are not in the schools at all is now and always will be far greater than the cost of providing the sort of instruction which will attract and hold them."

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The *Chicago Tribune* comments editorially on the recent trip of Mrs. Young, Superintendent of Education of that city, and Mrs. Britton, member of the School Board, to Europe, where they studied educational systems. The *Tribune* points out that their report "is a valuable and useful document. There are several recommendations in the report that are as important as they are practicable. They have to do with evening continuation schools, trade schools and physical training. It is plain that not only continental Europe but even England has something to teach us Chicagoans with reference to technical and vocational education."



The Buffalo *Commercial* calls attention to the fact that the night schools of that city are taxed to their capacity. The *Commercial* also calls attention to the improved courses and states that Buffalo now has a most complete educational system, which includes courses in domestic science, electricity, motor practice, automobile instruction, chemistry and applied mechanics. Courses in office filing, advertising, correspondence, commercial law, salesmanship, stenography, bookkeeping and typewriting are also being given.

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The Williamsport, Pa., *Sun* contains an account of the opening of the industrial division of the Evening Vocational School in that city which has been named the "People's College." Activities along vocational lines will be divided into three divisions—the industrial, the commercial and household arts. Enrollment for the new school is very large.

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The Board of Education of New York has engaged a physician whose duty it will be to look after teachers who are ill and absent from their work.

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The Board of Education of Wheeling, West Virginia, have added two additional teachers to the vocational departments in the public schools of that city. Edward W. Macy of Massachusetts will assist in the manual training department and Miss Louise J. Armstrong of Wheeling is a new assistant in the domestic science and art department.

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Buffalo will send a delegation to the Vocational Educational Congress at Chicago.

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The State Board of Education of Massachusetts will establish a training school for preparing teachers for the industrial divisions of the public schools throughout that State.

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Manchester, New Hampshire, is to have a new Vocational High School. The press of that city is a unit in urging immediate action looking to the erection of the new school at as early a date as possible.

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Massachusetts will have an educational exhibit at the Panama-Pacific Exposition, to which hundreds of schools in that State will contribute.

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Paterson, New Jersey, is preparing to inaugurate evening vocational schools for the benefit of the industries of that city.

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At West Springfield, Massachusetts, the Board of Education has rented rooms in private buildings for the purpose of establishing classes in sewing.



## Committees of The National Association of Corporation Schools 1914-15

### Trade Apprenticeship Schools

J. M. Larkin, *Chairman*,  
Fore River Shipbuilding Corporation,  
Quincy, Mass.  
F. W. Thomas,  
Atchison, Topeka & Santa Fe Railway,  
Topeka, Kansas.  
W. L. Chandler,  
Dodge Mfg. Company, Mishawaka, Ind.

### Special Apprenticeship Schools

F. R. Jenkins, *Chairman*,  
Commonwealth Edison Company,  
Chicago, Ill.  
J. W. Dietz,  
Western Electric Company, Chicago, Ill.  
T. E. Donnelly,  
R. R. Donnelly & Sons Company,  
Chicago, Ill.

### Accounting and Office Work Schools

George B. Everitt, *Chairman*,  
National Cloak and Suit Company,  
203-17 West 24th St., New York City.  
Frederick Uhl,  
The American Telephone & Telegraph  
Company,  
15 Dey Street, New York.  
E. J. Mehren,  
The McGraw Publishing Company,  
239 West 39th St., New York.  
E. C. Wolf,  
The Curtis Publishing Company,  
Philadelphia, Pa.  
H. V. R. Scheel,  
Brighton Mills, Passaic, N. J.

### Advertising, Selling and Distribution Schools

C. A. S. Howlett, *Chairman*,  
General Electric Company,  
Schenectady, N. Y.  
Prof. M. T. Copeland,  
Harvard Business School,  
Cambridge, Mass.  
F. P. Pitzer,  
The Equitable Life Assurance Society,  
165 Broadway, New York.  
H. G. Petermann,  
United Cigar Stores Company,  
44 West 18th St., New York City.  
H. Tipper,  
The Texas Company,  
17 Battery Place, New York City.  
Dr. Lee Galloway,  
New York University,  
Washington Sq. East, New York City.

### Safety, Hygiene and Co-operation

L. H. Burnett, *Chairman*,  
Carnegie Steel Company, Pittsburg, Pa.  
Sidney W. Ashe,  
General Electric Company,  
Pittsfield, Mass.  
J. C. Robinson,  
The New York Edison Company,  
New York City.

### Committee on Public Education

A. E. Corbin, *Chairman*,  
Packard Motor Car Company,  
Detroit, Mich.

### Committee on Public Education— *Continued*

E. G. Allen,  
Cass Technical High School,  
Detroit, Mich.  
Miss Harriet Fox,  
Strawbridge & Clothier,  
Philadelphia, Pa.

### Committee on Allied Institutions

James A. Roosevelt, *Chairman*,  
Roosevelt & Thompson,  
71 Broadway, New York City.  
R. L. Cooley,  
Supt. Continuation Schools,  
Milwaukee, Wis.  
Norman Collyer,  
Southern Pacific Railroad Company,  
San Francisco, Cal.

### Employment Plans

C. R. Johnson, *Chairman*,  
Goodyear Tire & Rubber Company,  
Akron, Ohio.  
W. M. Skiff,  
National Lamp Works, Gen. Elec. Co.,  
Nela Park, Cleveland, Ohio.  
F. D. French,  
American Multigraph Sales Company,  
Cleveland, Ohio.

### Vocational Guidance

Dr. Henry C. Metcalf, *Chairman*,  
Tufts College, Mass.  
Dr. Walter Dill Scott,  
Northwestern University, Evanston, Ill.  
Albert C. Vinal,  
American Tel. & Tel. Company,  
15 Dey St., New York City.

### Membership Committee

F. C. Henderschott, *Chairman*,  
The New York Edison Company,  
Irving Pl. and 15th St., New York City.  
Miss C. Eichbauer, *Secretary*,  
The New York Edison Company,  
Irving Pl. and 15th St., New York City.  
T. M. Ambler,  
Brooklyn Union Gas Company,  
130 Atlantic Ave., Brooklyn, N. Y.  
F. S. Balyeat,  
Westinghouse Elec. & Mfg. Company,  
East Pittsburgh, Pa.  
T. F. Bludworth,  
Bing & Bing Construction Company, Inc.,  
505 Fifth Ave., New York City.  
Benjamin Cadbury,  
Haines, Jones & Cadbury Company,  
1130 Ridge Ave., Philadelphia, Pa.  
R. F. Carey,  
Westinghouse Machine Company,  
East Pittsburgh, Pa.  
F. B. Clark,  
Remington Arms—Union Metallic Car-  
tridge Company,  
299 Broadway, New York City.  
L. N. Denniston,  
The Travelers' Insurance Company,  
Hartford, Conn.  
N. F. Dougherty,  
The Pennsylvania Railroad Company,  
515 Lloyd St., Pittsburgh, Pa.

## Committees of The National Association of Corporation Schools 1914-15

### Membership Committee—Continued

J. W. Fisk,  
Dry Goods Economist,  
231 West 39th St., New York City.  
Rufus J. Foster,  
International Correspondence Schools,  
Scranton, Pa.  
W. S. Goodwin,  
1920 61st St., Brooklyn, N. Y.  
Thomas G. Gray,  
Southern Pacific Company,  
Sacramento, Cal.  
Samuel Graydon,  
The Trow Press,  
201 East 12th St., New York City.  
R. G. Griswold,  
Henry L. Doherty & Co.,  
60 Wall St., New York City.  
W. C. Locker,  
John Marshall Night High School,  
Richmond, Va.  
J. M. Macdonald,  
Proctor & Gamble Company,  
Cincinnati, Ohio.  
Miss Lillian Meyncke,  
The Rike-Kumler Company,  
Dayton, Ohio.  
W. K. Page,  
Addressograph Company,  
901 West Van Buren St., Chicago, Ill.  
R. H. Puffer,  
Larkin Company, Buffalo, N. Y.  
E. B. Saunders,  
Simonds Mfg. Company,  
Fitchburg, Mass.  
J. William Schulze,  
Alexander Hamilton Institute,  
13 Astor Place, New York City.  
E. O. Smith,  
Newport News Shipbuilding & Dry  
Dock Company,  
Newport News, Va.  
C. R. Sturdevant,  
American Steel & Wire Company,  
Worcester, Mass.  
W. M. Taylor,  
Willys-Overland Company,  
Toledo, Ohio.  
Kendall Weisiger,  
Southern Bell Tel. & Tel. Company,  
Atlanta, Ga.

### Committee on Resolutions

A. W. Clark, *Chairman*,  
General Electric Company,  
Schenectady, N. Y.  
R. H. Grant,  
The National Cash Register Company,  
Dayton, Ohio.  
Miss Harriet Fox,  
Strawbridge & Clothier,  
Market, Eighth and Filbert Sts.,  
Philadelphia, Pa.

### Committee on Nominations

W. D. Kelley, *Chairman*,  
Consolidated Gas Co. of New York,  
4 Irving Place, New York City.  
James Halley,  
The Trow Press,  
201 East 12th St., New York City.

### Committee on Nominations— Continued

P. D. French,  
American Multigraph Sales Company,  
East 40th St. and Kelley Ave.,  
Cleveland, Ohio.  
J. W. Diets,  
Western Electric Company,  
Hawthorne Station, Chicago, Ill.  
Arthur Dilks,  
The National Cash Register Company,  
Dayton, Ohio.

### Finance and Policy Committee

Arthur Williams, *Chairman*,  
The New York Edison Company,  
Irving Pl. and 15th St., New York City.  
George I. Alden,  
President Norton Company and Norton  
Grinding Company,  
Worcester, Mass.  
N. P. Brady,  
President, The New York Edison Co.,  
34 Wall St., New York City.  
Chancellor E. E. Brown,  
New York University,  
Washington Sq. East, New York City.  
George B. Cortelyou,  
President, Consolidated Gas Company,  
130 East 15th St., New York City.  
T. E. Donnelley,  
President, R. R. Donnelley & Sons Co.,  
Plymouth Pl., cor. Polk, Chicago, Ill.  
William R. Heath,  
Vice-President, Larkin Company,  
Buffalo, N. Y.  
Dr. John Price Jackson,  
Commissioner of Labor and Industry,  
Harrisburg, Pa.  
M. W. Mix,  
President, Dodge Mfg. Company,  
Mishawaka, Ind.  
Dr. Hugo Munsterberg,  
Harvard University,  
Cambridge, Mass.  
James A. Roosevelt,  
Roosevelt & Thompson,  
71 Broadway, New York City.  
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